



## NEW PROGRAM PROPOSAL FORM

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**Sponsoring Institution(s):** Missouri Southern State University

**Program Title:** TESOL

**Degree/Certificate:** Master of Science in Education - TESOL

**Options:** NA

**Delivery Site(s):** MSSU Campus, 3950 E. Newman Rd., Joplin, MO 64801

**CIP Classification:** 13.1401

\*CIP code can be cross-referenced with programs offered in your region on MDHE's program inventory [highered.mo.gov/ProgramInventory/search.jsp](http://highered.mo.gov/ProgramInventory/search.jsp)

**Implementation Date:** Fall 2015

**Cooperative Partners:** NA

\*If this is a collaborative program, form CL must be included with this proposal

### AUTHORIZATION:

Dr. Alan Marble, President

A handwritten signature in black ink that reads "Alan D. Marble".

11-25-14

Name/Title of Institutional Officer

Signature

Date

Crystal Lemmons, Assistant Vice President for Academic Affairs

417.625.9592

Person to Contact for More Information

Telephone



## STUDENT ENROLLMENT PROJECTIONS

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Year	1	2	3	4	5
Full Time	0	0	0	0	0
Part Time	6	7	8	9	10
Total	6	7	8	9	10

Please provide a rationale regarding how student enrollment projections were calculated:

These projections were derived in part from survey data provided by graduates (practicing teachers) and assistant superintendents within our service region. Through recruitment it is our goal to enroll a greater number than the totals from above. Enrollment projections are conservatively being based on approximately twenty-five percent of our current undergraduate program completers per semester. Enrollment will not be capped in the future.

Provide a rationale for proposing this program, including evidence of market demand and societal need supported by research:

### Market Demand

The Department of Teacher Education presently offers only a baccalaureate degree programs in elementary, middle school, secondary, K-12 education and one master's degree in Curriculum and Instruction. With approximately 600 majors and 125 graduates annually, the Teacher Education Department has one of the largest degree programs at MSSU. With a 100% graduate pass rate on the PRAXIS exam, more than 90% of our graduates are employed or continuing their education. The long term success of our undergraduate program has created a dedicated pool of alumni seeking to continue their education. Two essential outcomes of our Conceptual Framework are to promote teachers as researchers and lifelong learners. Therefore a high number of our graduates go on to pursue their graduate degree. Given the interest represented in alumni, assistant superintendent and superintendent surveys; there is a need for a master's degree program in TESOL.

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Form SE - Student Enrollment Projections



**Local Need:** In surveying our area administrators, two-thirds believed it would be beneficial for MSSU to offer a Master's Degree in TESOL. One-third of the administrators indicated their district would financially support teachers pursuing their TESOL certification. As a group, our area districts have experienced 49% of growth of ELLs 2001-2008, above the state's 45% growth rate during the same period. The sources of growth are (1) the influx of laborers for the meat industry, (2) refugee families moving from inner cities to become first-time home buyers, and (3) international adoptees. Our local districts have shown commitment to improving outcomes for ELLs and support the training of highly qualified teachers. They have a working relationship with MSSU through teacher and administrator participation in committees and advisories. (Note chart (Appendix A) attached 2013 STATEWIDE LIMITED ENGLISH PROFICIENCY (LEP) TOTALS 2007-2012)

**State Need:** The *Missouri English Language Proficiency Standards and Grade Level Expectations* (MO DESE) fall short of current federal guidelines in significant ways. Missouri educators participated in a series of conference calls in February-March, 2010, the outcome of which was the consensus of practitioners to join the WIDA Consortium and adopt the WIDA ELP standards. Historically, the state has experienced serious obstacles to improving services to ELLs. In 2008, voters passed English-only legislation. The political climate of Missouri has been unfavorable to supporting educational innovations for English language learners. The achievement gap between subgroups in Missouri has not decreased and remains alarming, as every reviewer of the state's Race to the Top application pointed out. By contrast, the state's commitment to high standards in the content areas received top score from all the reviewers. Missouri needs a demonstration project in which we can expect to show evidence that it is possible to decrease the achievement gap between subgroups in a representative, traditional rural area in the state. Establishing a research based degree program will improve area teachers instructing ESOL students.

#### **Societal Need**

The recent increase in immigration accounts for rapid and substantial demographic changes in the United States school-aged population. An estimated 25 percent—one-in-four—children in America are from immigrant families and live in households where a language other than English is spoken. The fact that the nation's teachers are and will increasingly encounter a diverse range of learners requires that every teacher has sufficient breadth and depth of knowledge and range of skills to be able to meet the unique needs of all students, including those who struggle with English. To date, there has been relatively little attention paid to the essential standards, knowledge, and skills that general education teachers ought to possess in order to provide effective instruction to ELLs placed in their classroom.

**National Need:** With the steady growth of English language learners (ELLs) and the federal mandate to provide ELLs access to standards-based content instruction and high quality standards-based language development, it is imperative to make available to states evidence-based models of implementing high quality English language proficiency standards. Although

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twenty-two states have implemented the *World Class Instructional Design and Assessment (WIDA) PreK-12 English Language Proficiency (ELP) Standards*, little empirical research is available on the effective implementation of the standards.

#### **Characteristics of the Professional Development of the MSSU TESOL program**

**Reported practice suggests the potential efficacy of the general characteristics of the teacher professional development approaches in the MSSU TESOL program.**

1. Focus on content knowledge; active learning; coherence with other teacher activities (Garret et al., 2001)
2. Sustained opportunity for teacher learning (Yoon et al., 2007)
3. Job-embedded problem solving in a collaborative, collegial environment (Bolan et al. 2005; Webster-Wright, 2009; NSDC, 2001)
4. District commitment (Desimone et al., 2002)
5. Regular follow-up, reinforcement, and support opportunities for the participants; infrastructure for sustained implementation (Darling-Hammond et al. 2009)
6. Teacher collaboration, peer observation, and peer coaching (Ballentyne, Sanderman, and Levy, 2008; NSDC, 2001)
7. Collaboration among general education teachers and ESL/language education specialists (Rueda and Monzo, 2002)
8. Alignment of standards, assessments, and instruction as a source of gaining depth of knowledge for teachers (Frey and Fisher, 2009)
9. Effective curriculum implementation (Penuel et al., 2007)



**Reported practice suggests potential efficacy for key content components of the TESOL coursework and workshops in the MSSU TESOL program.**

1. Conceptual framework for teacher knowledge (Fillmore and Snow, 2002; Cummins, 2005; Tarone and Allwright, 2005)
2. Importance of explicit instruction of academic language in the content areas (Gersten et al., 2007; Perry and Delpit, 1998; Chamot and O'Malley, 1994)
3. Importance of explicit teaching of vocabulary (Kamil et al., 2008; Gersten et al., 2007; August and Shanahan, 2006)
4. Tapping into students' background knowledge (Gonzalez, Moll, and Amanti, 2005; Trumbull et al., 2003)
5. Using data from summative and progress monitoring assessments to make instructional decisions about ELLs (Gersten et al., 2007)
6. Conducting formative assessment and using data to guide instruction (Gersten et al., 2007)
7. Using the Sheltered Instruction Observation Protocol for delivering instruction in content classes to ELLs (Echevarria, Vogt, & Short, 2008)
8. Supplementing mainstream reading instruction for ELLs with oral language development, high-frequency vocabulary instruction, reading comprehension development (August and Shanahan, 2006)
9. Differentiating the syllabi of TESOL courses to focus on content knowledge with Mathematics teachers of ELLs (Kersaint, Thompson, & Petkova, 2009; Echevarria, Vogt, & Short, 2010) and Science teachers of ELLs (Nutta, Bautista, & Butler, 2011; Short, Vogt, & Echevarria, 2011)
10. Using the WIDA PreK-12 English Language Proficiency Standards (Gottlieb, Cranley, & Camilleri, 2007)



**C. General education: Total credits: 12 credit hours**

E. Free elective credits:

3-6 credit hours

(Sum of C, D, and E should equal A.)

F. Requirements for thesis, internship or other capstone experience:

Portfolio (MoSPE Standards)

G. Any unique features such as interdepartmental cooperation:

Missouri Southern will follow the TESOL DESE Standards:

1. Language, Linguistics, and Second-

Language Acquisition: Major concepts, theories, and research related to the nature and acquisition of language necessary to constructing learning environments that support ESOL students' language and literacy development and content area achievement.

2. Culture: Major concepts, principles, theories, and research related to the nature and role of culture and cultural groups to construct learning environments that support ESOL students' cultural identities, language and literacy development, and content-area achievement.

3. Planning, Implementing, & Managing

Instruction: Standards-based practices and strategies related to planning, implementing, and managing ESL and content instruction, including classroom organization, teaching strategies for developing and integrating language skills, and choosing and adapting classroom resources.

4. Assessment: Issues of assessment and using standards-based assessment measures with ESOL students.

5. Professionalism: History of ESL teaching; new instructional techniques, research results, advances in the ESL field, and public policy issues; Use of such information to reflect upon and improve instructional practices; and Providing support and advocacy for ESOL students and their families and working collaboratively to improve the learning environment.

6. Language Competency: A second-language learning experience via either a minimum of a college minor in a second language or near-native language proficiency in a language other than English.

The Missouri Teacher Standards convey the expectations of performance for professional teachers in Missouri. The standards are based on teaching theory indicating that effective teachers are caring, reflective practitioners and life-long learners who continuously acquire new knowledge and skills and are constantly seeking to improve their teaching practice to provide high academic achievement for all students. Thus these standards recognize that teachers continuously develop knowledge and skills. Therefore the Missouri Teacher Standards employ a developmental sequence to define a professional continuum that illustrates how a teacher's knowledge and skills mature and strengthen throughout the career. Teaching professionals are expected to supply good professional judgment and to use these standards to inform and improve their own practice.

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Form PS – Program Structure

Standard #1 Content knowledge aligned with appropriate instruction.

The teacher understands the central concepts, structures, and tools of inquiry of the discipline(s) and creates learning experiences that make these aspects of subject matter meaningful and engaging for all students. [SB 291 Section 160.045.2]

Standard #2 Student Learning, Growth and Development

The teacher understands how students learn, develop and differ in their approaches to learning. The teacher provides learning opportunities that are adapted to diverse learners and support the intellectual, social, and personal development of all students. [SB 291 Section 160.045.2]

Standard #3 Curriculum Implementation

The teacher recognizes the importance of long-range planning and curriculum development. The teacher develops, implements, and evaluates curriculum based upon student, district and state standards data. [SB 291 Section 160.045.2]

Standard #4 Critical Thinking

The teacher uses a variety of instructional strategies and resources to encourage students' critical thinking, problem solving, and performance skills. [SB 291 Section 160.045.2]

Standard #5 Positive Classroom Environment

The teacher uses an understanding of individual/group motivation and behavior to create a learning environment that encourages active engagement in learning, positive social interaction, and self-motivation. [SB 291 Section 160.045.2]

Standard #6 Effective Communication

The teacher models effective verbal, nonverbal, and media communication techniques with students, colleagues and families to foster active inquiry, collaboration, and supportive interaction in the classroom. [SB 291 Section 160.045.2]

Standard #7 Student Assessment and Data Analysis

The teacher understands and uses formative and summative assessment strategies to assess the learner's progress and uses both classroom and standardized assessment data to plan ongoing instruction. The teacher monitors the performance of each student, and devises instruction to enable students to grow and develop, making adequate academic progress. [SB 291 Section 160.045.2]

Standard #8 Professionalism

The teacher is a reflective practitioner who continually assesses the effects of choices and actions on others. The teacher actively seeks out opportunities to grow professionally in order to improve learning for all students. [SB 291 Section 160.045.2]

Standard #9 Professional Collaboration

The teacher has effective working relationships with students, parents, school colleagues, and community members. [SB 291 Section 160.045.2]





## PROGRAM CHARACTERISTICS AND PERFORMANCE GOALS

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Institution Name      Missouri Southern State University  
Program Name          Master of Science in Education - TESOL  
Date      11/25/14

(Although all of the following guidelines may not be applicable to the proposed program, please carefully consider the elements in each area and respond as completely as possible in the format below. Quantification of performance goals should be included wherever possible.)

### 1. Student Preparation

- Any special admissions procedures or student qualifications required for this program which exceed regular university admissions, standards, e.g., ACT score, completion of core curriculum, portfolio, personal interview, etc. Please note if no special preparation will be required.
  1. A minimum overall grade point average of 3.00 on the undergraduate transcript.
  2. GRE combined score of 280 on the verbal and quantitative sections (previously 700 combined), 3.5 on the writing sample section and two years certified teaching experience.
  3. Pass the supervised writing assessment conducted by the Department of Teacher Education during the first semester of enrollment.
- Characteristics of a specific population to be served, if applicable.  
Those needing experience in teaching English as a second language or administration in such fields.

### 2. Faculty Characteristics

- Any special requirements (degree status, training, etc.) for assignment of teaching for this degree/certificate.  
Faculty who teach in this graduate programs will be both full-time and part-time faculty members who possess terminal degrees in the appropriate discipline or a minimum of 60 graduate hours of work, suitable experience, and specific qualifications for teaching primarily graduate level courses.
- Estimated percentage of credit hours that will be assigned to full time faculty. Please use the term "full time faculty" (and not FTE) in your descriptions here.  
25% of the graduate course work will be taught by full-time faculty; 75% will be taught by part-time faculty

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Form PG – Program Characteristics and Performance Goals



- Expectations for professional activities, special student contact, teaching/learning innovation.  
Faculty will be required to act as academic advisors and mentors to participating students. In addition, faculty will be expected to prepare multi-mode course materials, participate in university service activities, and perform scholarly activities.

### **3. Enrollment Projections**

- Student FTE majoring in program by the end of five years.  
At the end of five years, we would expect to have at least 18 FTE students.
- Percent of full time and part time enrollment by the end of five years.  
This program is designed primarily for the part-time student. We expect that 75% of our enrollment at the end of five years will be part-time students with 25% full-time. Students in this program will be full-time practioners (teachers).

### **4. Student and Program Outcomes**

- Number of graduates per annum at three and five years after implementation.  
At three years: 7-10 graduates; At five years: 14-18 graduates
- Special skills specific to the program.  
Classroom teaching experience is essential.
- Proportion of students who will achieve licensing, certification, or registration.  
100% of completers will be eligible for certification.
- Performance on national and/or local assessments, e.g., percent of students scoring above the 50th percentile on normed tests; percent of students achieving minimal cut-scores on criterion-referenced tests. Include expected results on assessments of general education and on exit assessments in a particular discipline as well as the name of any nationally recognized assessments used.  
Applicants must have their initial certification (teaching license) to be eligible for the TESOL program. The applicant must have Missouri Department of Elementary and Secondary Education (DESE) approval for certification for TESOL.
- Placement rates in related fields, in other fields, unemployed.  
At least 90% of graduates will be employed in PK-12 schools or a related field
- Transfer rates, continuous study.  
We do not anticipate transfer rates; students will progress through the program in cohorts.

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## **5. Program Accreditation**

- Institutional plans for accreditation, if applicable, including accrediting agency and timeline. **If there are no plans to seek specialized accreditation, please provide a rationale.**

This program is included in the Missouri Southern State University teacher education unit that is fully accredited by the National Council for the Accreditation of Teacher Education (NCATE) and the Department of Elementary & Secondary Education (DESE).

## **6. Alumni and Employer Survey**

- Expected satisfaction rates for alumni, *including timing and method of surveys*. Alumni will be surveyed by mail or e-mail for the first three years following graduation. Satisfaction rates similar to the high rates given to the undergraduate programs in teacher education are expected.
- Expected satisfaction rates for employers, including timing and method of surveys. Employers will be surveyed by mail or e-mail for the first three years after graduation. Satisfaction rates similar to the high rates given to the undergraduate programs in teacher education are expected.

## **7. Institutional Characteristics**

- Characteristics demonstrating why your institution is particularly well-equipped to support the program.

This will be a blended program with hybrid and online coursework, offering both face-to-face and distance education. The program will provide a graduate degree opportunity for area in-service teachers who cannot travel to another university or prefer not to take online classes exclusively. This program will offer convenient access to instructors, advisors, research resources, and technology resources.

Appendix A

2013 STATEWIDE LIMITED ENGLISH PROFICIENCY

(LEP) TOTALS (2007-2012)

SCHOOL	PK 07-08	K-12 07-08	To tal	PK 08-09	K-12 08-09	To tal	PK 09-10	K-12 09-10	To tal	PK 10-11	K-12 10-11	To tal	PK 11-12	K-12 11-12	To tal	PK 12-13	K-12 12-13	Total
DISTRICT																		Average
Carthage R-IX	247	409	65	0	508	50	0	617	61	0	721	72	0	878	87	0	1027	458.
Webb City R-VII	0	12	12	0	14	14	0	10	10	0	11	11	0	14	14	0	37	9.35
Joplin R-VIII	0	89	89	0	86	86	0	93	93	0	123	12	0	158	15	0	197	76.1
Monett R-I	51	368	41	28	393	42	42	480	52	0	522	52	0	559	55	0	551	319.
McDonald County R-I	8	266	27	0	265	26	0	255	25	0	265	26	0	344	34	0	425	190.
Neosho R-V	118	179	29	16	198	21	0	251	25	0	283	28	0	345	34	0	346	183.
East Newton County R-VI	0	40	40	0	61	61	0	61	61	0	55	55	0	50	50	0	40	8824
Cassville R-IV	0	50	50	0	75	75	0	71	71	0	73	73	0	79	79	0	75	33.7
Wheaton R-III	5	66	71	0	78	78	0	70	70	0	79	79	0	70	70	0	63	6471
Purdy R-II	14	63	77	0	60	60	0	96	96	0	87	87	0	85	85	0	85	45.3
Total Sum	443	1542	85	44	1738	82	42	2004	20	0	2219	19	0	2582	25	0	2846	5294
																		47
																		52.6
																		4706

The schools representing our ten county area for AY 12-13 totaled 2,826 LEP students. Of the ten schools for FY 2012-13 Carthage ranked the highest with 490 students and Webb City the lowest with 11 LEP students.

## Appendix B

### Missouri Southern State University

English Language Learners, Grades K-12

College Course Number and Title		Sem. Hrs.
<b>I. General Requirements</b>		
A. Valid Missouri teaching certificate		
<b>II. Professional Requirements (minimum of 30 semester hours)</b>		
A. Psychology and/or Education of the Exceptional Child (3 semester hours)	Undergraduate Curriculum Transcript	3
B. Literacy (minimum of 6 semester hours)		
1. Teaching Reading and Writing	Undergraduate Curriculum Transcript EDUC 422 Content Area Lit: Middle and Secondary or EDUC 342 Developmental Reading 3 Or EDUC 625 Literacy Instruction 3 (second literacy course)	3
2. Instructional Interventions for Students with Reading Deficits	Undergraduate Curriculum Transcript EDUC 422 Content Area Lit: Middle and Secondary EDUC 342 Developmental Reading 3 Or *EDUC 625 Literacy Instruction 3 (second literacy course)	3
C. English Language Learners Content Knowledge Area – minimum of 18 semester hours which must include:		
1. Linguistics and English Linguistics	EDUC 387/587 Grammar for Pedagog. Purposes or ENG 301 Introduction to English Linguistics	3
2. Language and Culture or Sociolinguistics	EDUC 381/581 Tchng in a Multi. Society 3 or *EDUC 610 Multiculturalism in Education 3	3
3. Second Language Acquisition	EDUC 380/583 Theories/Sec Lang	3
4. Instructional Techniques for Teaching English Language Learners	EDUC 480/580 Methods and Techniques of TESOL	3
5. Curriculum for Teaching English Language Learners	EDUC 481/581 Material Development & Assessment TESOL	3
6. Assessment Strategies for English Language Learners	EDUC 481/584 Mat Dev & Assessment TESOL	3
D. Culminating Clinical Experience with English Language Learners (3 semester hours to include both elementary and secondary settings)	EDUC 482/582 Practicum TESOL	3

#### 5 CSR 20-400.570 Certification Requirements for English Language Learners (Kindergarten – Grade 12)

**PURPOSE:** The State Board of Education is authorized to grant certificates of license to teach in any of the public schools of the state and establish requirements and qualifications for those certificates. This

*rule outlines the requirements for application for a certificate of license to teach English Language Learners.*

(1) An applicant for a Missouri certificate of license to teach English Language Learners (ELL) who possesses good moral character may be granted an initial Missouri certificate of license to teach ELL subject to the certification requirements found in 5 CSR 20- 400.500 and the following additional certification requirements specific to ELL:

(A) General Requirements— 1. A valid Missouri permanent or professional certificate of license to teach.

(B) Professional Requirements—

1. Psychology/Education of the Exceptional Child, including the gifted, three (3) semester hours;
2. Literacy (minimum of six (6) semester hours) to include coursework in methods of teaching reading and writing, and to include instructional interventions for students with reading deficits; and
3. The applicant must achieve a score equal to or in excess of the qualifying score on the required exit assessment(s) as defined in 5 CSR 20-400.310 and 5 CSR 20-400.440.

The official score shall be submitted to the Missouri Department of Elementary and Secondary Education (department).

(C) Content Knowledge for Teaching (minimum requirement of eighteen (18) semester hours)—

1. Linguistics and English Linguistics;
2. Language and Culture or Sociolinguistics;
3. Second Language Acquisition;
4. Instructional Techniques for Teaching English Language Learners;
5. Curriculum for Teaching English Language Learners; and
6. Assessment Strategies for English Language Learners.

(D) Field and Clinical Experiences (three (3) semester hours)—

1. Culminating Clinical Experience. A supervised clinical experience in which the candidates acquire experience in planning for and working with ELL students in various instructional settings in both elementary and secondary schools. The clinical experience should include collaborating with other educators to support student learning.